



Position Management and Team Building: Making the Most of Your Resources

Participant Guide



Table of Contents

Welcome	1
Course Overview	2
<i>Why a Position Management and Team Building: Making the Most of Your Resources program?</i>	2
Target Audience	2
Program Timing	2
Learning Objectives	2
Leadership Competencies	2
Site Point-of-Contact Responsibilities	3
<i>Position Management and Team Building: Making the Most of Your Resources Course Map</i>	4
What Is Position Management?	5
<i>Exercise: Would You Want To Work at Your Park?</i>	5
Definition/Elements of Position Management	6
Creating a Robust Organization	7
<i>Exercise: Why Do Position Management?</i>	7
Common Organizational Problems	7
Characteristics of a Sound Organization	8
<i>Exercise: Org Chart, Part 1 (Strengths and Weaknesses)</i>	10
Roles and Responsibilities for Position Management	10
<i>Exercise: What Tools Do You Have?</i>	11
Conducting a Position Management Review	12
Step 1 Chart Existing Organization	12
Step 2 Identify Organizational Problems	12
Step 3 Draw a Revised Org Chart	12
Step 4 Implement	13
<i>Exercise: Org Chart, Part 2 (Cutting Overhead)</i>	13
Planning the Future of Your Organization Through Position Management	14
Step 1 List Objectives	14
Step 2 Assess Current Personnel	15
Step 3 Consider Strategic Growth	15

Step 4 Estimate Demand for Labor.....	15
Step 5 Develop Your Plan.....	16
Team Building	17
Elements of Successful Teams.....	17
Behavior Styles Questionnaire.....	19
Behavioral Styles	20
Teams.....	22
“8 Habits of Highly Effective Teams”	25
To Receive Credit for this Course	25
Appendix	26
Benefits of Sound Position Management.....	26
Resources.....	26



Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today for *Position Management and Team Building: Making the Most of Your Resources*, and we look forward to helping you to get as much out of this time as possible.

Your classroom today is not very large, 125 or fewer students from as many as 40 different locations across the NPS. We purposely keep the class size small to assure that if you have a question, there is time to get it answered. Don't hesitate to ask—if you have a question, there are probably several others in the class who have the same question—you might as well be the one to ask! It is our goal that you leave class today with no unanswered questions.

How To Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that "protocol" for asking questions or making comments.

With TELNPS courses there is also a "protocol" to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you

are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,

"Excuse me [instructor's first name], this is [your first name]

at [your location]. I have a question (or I have a comment)."

Then release the push-to-talk button. This is important.

Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



Course Overview

Why a *Position Management and Team Building: Making the Most of Your Resources* program?

The purpose of this course is to provide participants with skills and knowledge required to understand and effectively apply position management and team building principles within their organization. Sound position management is essential if Superintendents, Managers, and Supervisors are to meet the challenges of today's shortfall budgets, effectively align all positions within a unit to accomplish the mission of the organization, and plan for the workforce of the future.

Target Audience

Any NPS employee with supervisory responsibilities, or who serves as an advisor to supervisors, such as an HR Specialist. This course has been approved to count towards the mandated NPS annual 40-hour supervisory training requirement.

Program Timing

Position Management and Team Building: Making the Most of Your Resources is a 3-hour TELNPS course.

Learning Objectives

After completing this course, you will be able to:

- Define and apply position management
- Understand the benefits of sound position management
- Identify common organizational problems
- Identify the characteristics of a sound organization
- Conduct a position management review
- Develop a position management plan, AND

Understand and be able to apply:

- The need for teams
- Characteristics of weak teams and strong teams
- Behavioral styles and how they affect relationships
- Your behavioral style and what it means
- How to work effectively with people who have different behavioral styles
- The "8 habits of highly effective teams"

Leadership Competencies

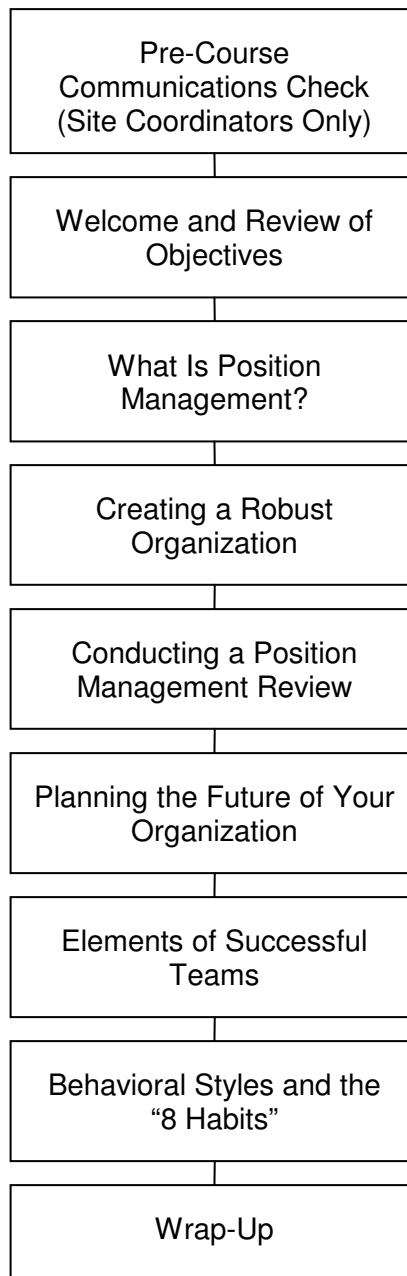
- Leading Change: External Awareness and Strategic Thinking
- Leading People: Vision, Team Building
- Results Driven: Accountability, Problem Solving, and Technical Credibility
- Business Acumen: Human Resources Management
- Building Coalitions and Communication

Site Point-of-Contact Responsibilities

The TEL Station Site Point-of-Contact must reserve the training room, notify employees that the park will be participating in this TEL training event, make sure the Participant Guide is available to students, set up the TEL Station on the day of the training, make sure students sign in on the Student Roster form, and finalize the roster in My Learning Manager.

Position Management and Team Building: Making the Most of Your Resources

Course Map



What Is Position Management?

***Exercise:* Would You Want To Work at Your Park?**

Think about your park [or site or office]. If you were considering employment at your location, what would attract you? Answer the questions below.

1. What about your park attracts a quality workforce?

2. Would you want to work at your park performing the duties written in the PDs for your unit? Why or why not?

3. Would you want to stay? Why or why not?

Definition/Elements of Position Management

Position management is a **systematic way** of looking at your organization and the process of **assigning duties and responsibilities** to positions and **structuring positions** to best **serve mission needs** by providing optimum balance between **economy, efficiency**, use of competencies, **attraction and retention** of workforce, **employee motivation**, and **employee development**.

- Assign Duties and Responsibilities
- Meet Mission Needs
- Balance Economy and Efficiency
- Use Skills and Knowledge Effectively
- Attract and Retain a Quality Workforce
- Motivate Employees To Meet the Mission
- Provide Career Development Opportunities

Good Position Management

A carefully designed position structure that blends the skills and assignments of employees with the goal of successfully accomplishing the park's mission or program in the most effective and efficient manner.

The most important single job

of a manager/supervisor is to develop and maintain an organization that performs effectively and efficiently, and is productive year-in and year-out. Planning is an essential part of making this happen.

Creating a Robust Organization

***Exercise:* Why Do Position Management?**

Take a moment to think of the reasons for doing position management. What benefits can you identify?

Common Organizational Problems

Here are some of the outcomes from NOT applying position management planning and principles to an organization.

- Excessive Layering
- Inappropriate Span of Control
- Fragmentation
- Job Dilution
- Unnecessary or Obsolete Positions

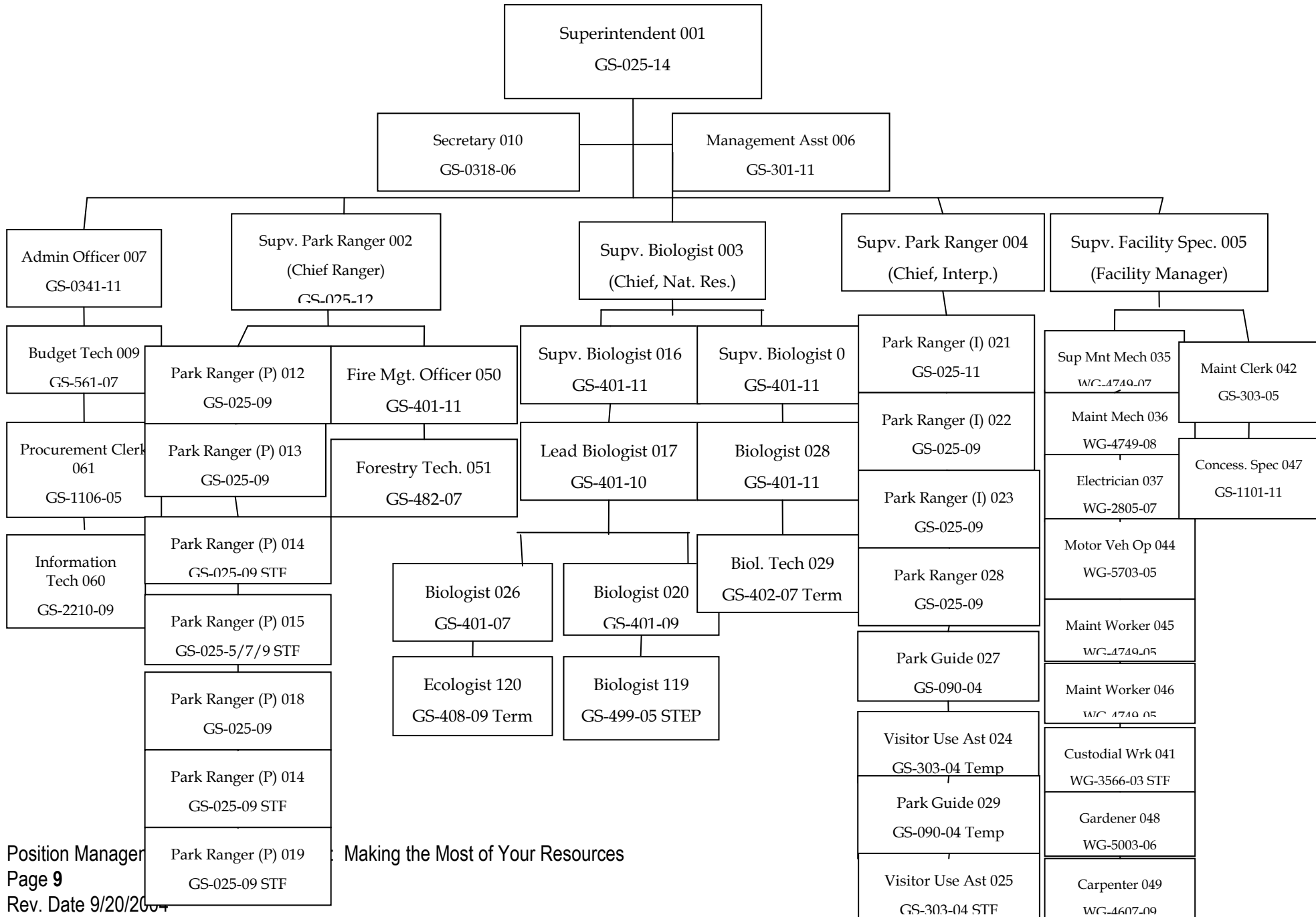
Characteristics of a Sound Organization

You know the strengths and weaknesses of the organization, you are comfortable with your responsibilities and those of others. Your next step is to answer the question, “What is my goal?” What will you strive for in planning for and creating your organization? How do you recognize a “sound” organization?

Some characteristics of a sound organization are:

1. Clear lines of authority running throughout the organization.
2. Responsibility coupled with corresponding authority.
3. Authority delegated as far down the line as is prudent.
4. No one in the organization reports to more than one line supervisor.
5. The number of authority levels is kept to a minimum.
6. Free flow of ideas and information.

EVERYONE'S PARK #1234



Exercise: Org Chart, Part 1 (Strengths and Weaknesses)

Take a moment to review the org chart on the previous page. Based on what we've discussed, what strengths can you identify within this organization?

What organizational problems or weaknesses may exist?

Roles and Responsibilities for Position Management

Once you have identified strengths and weaknesses within your organization, your next step is to identify your responsibilities and resources. Sound **position management** is everyone's responsibility, especially managers, supervisors, and staff.

Managers anticipate workloads, plan efficient staff and position management remaining within personnel ceiling limitations, assures necessary jobs are established and filled, and controls the budget.

Supervisors are key players because they are most familiar with the individual positions, understand the workload, and budget limitations.

The **Training Specialist** helps people get needed training.

Equal Opportunity Specialists work with managers and supervisors to help ensure diversity of the workforce.

The **Classification Specialist** evaluates positions and makes recommendations on position design and organizational structure.

Be sure to include all of these individuals as you prepare to evaluate your organization.

Position Management Tools

- The park mission statement & its legislation act
- Accurate PDs that clearly delineate duties and responsibilities of each position, yet work in tandem to accomplish the mission
- A good understanding of budget constraints
- Organization and staffing charts
- Workflow charts
- Thorough knowledge of employees' abilities

Exercise: What Tools Do You Have?

What would you use to develop your org chart? Are there documents or resources in your office that could help you in this process? Take a moment to identify what you think you would need.

Conducting a Position Management Review

Step 1 Chart Existing Organization

An organizational chart (org chart) is a document that clearly illustrates the lines of authority and layers of supervision within an organization.

What information is required in an organizational chart?

- a. Park name with all section breakouts shown
- b. The official title, series, and full performance grade level
- c. The position number for each position
- d. Identify type position (STF, Temp, Term, etc.)
- e. Organizational titles are optional

Step 2 Identify Organizational Problems

Ask yourself, do any of these exist in my organization?

- Vacant positions? Unnecessary positions?
- Too many layers of supervision? Too few supervisors?
- High-grade positions with many low-grade duties?
- Inequity of responsibilities and assigned duties?
- Too many professional and technical/support positions?
- Lack of supporting positions in each area?

Step 3 Draw a Revised Org Chart

Now it's time to make changes (on paper) to help you plan for your "ideal" organization, eliminating or minimizing the problems you have identified in the current organization, and making the most of the strengths. This involves specific knowledge of the requirements of the positions (which may or may not be reflected in the existing PDs), as well as the knowledge, skills, and abilities of the employees within your unit.

The result should be an org chart that reflects sound grade levels, resulting in a well-balanced position structure showing only the positions truly needed to effectively and efficiently manage the park/office.

Step 4 Implement

Making the changes necessary could involve restructuring PDs, reassigning employees within your organization, combining or extracting duties, creating new positions, and dissolving outdated or redundant ones.

Contact your Human Resource Specialist to discuss how to move from your current organization to the target.

Exercise: Org Chart, Part 2 (Cutting Overhead)

Take another look at the org chart on page 9 of this guide. Do you see any ways to cut the 95% overhead costs? List them below.

Planning the Future of Your Organization Through Position Management

We've talked about the tools, resources, roles and responsibilities in applying position management principles to your organization. Now, let's look at the PROCESS. There are 5 steps.

Developing a Position Management Plan

1. List objectives, stating goals and how you will make related decisions.
2. Assess current personnel and labor pools.
3. Consider strategic growth.
4. Estimate demand for labor.
5. Develop your plan.

Process Review

- Analyze your park/division/or office.
- State your objectives/needs clearly in your mind and in writing.
- Develop alternatives to hiring personnel.
- Seek help from subject matter experts.
- Continually evaluate the process.

Step 1 List Objectives

List objectives by specifying the goals and directions for HR management decisions and activities.

- a. Will you establish a Position Management Board?
 - Who will serve on the Board?
 - Develop a role and function statement.
- b. How will you decide which positions to fill first?
 - How will the Board make decisions? Based on whole of the park or by Division?
- c. What is your operating budget and how much leeway do you have with personal services? Did you include actual salary plus benefit costs and payroll taxes?
 - Do not include non-ONPS funds when planning for permanent positions and fixed costs.

- Do not include project money “on the list” until you know you have it. Money projected for a FY does not always get awarded the park. You can get prepared by developing a PD, info for job announcement, etc. so you are ready when you know you have the funds.

Step 2 Assess Current Personnel

Assess current personnel and their strengths/weaknesses. Look at available labor pool for shortages.

- Do current employees have the needed skills, but maybe not in that particular unit?
- If not, can they be trained?
- Would it be more cost effective to contract services?
- Do you need full performance or do you have time to help a student develop skills? Or perhaps establish upward mobility positions?
- Is your park located in an area with available labor pools? If not, what is your labor source?

Step 3 Consider Strategic Growth

Consider the organization’s strategic growth for the next 5 years.

- Are you a new park just staffing up?
- Where do you expect your greatest growth? Tourism? Natural Resources programs? Other areas?
- If you are an established park, what projects are on your near horizon and where do you expect growth? Remember that having a project “slated” for funding doesn’t guarantee funding will be awarded during that year.

Step 4 Estimate Demand for Labor

Estimate the demand for labor – the number of people required and the skills needed, as well. Be sure to look at these needs in light of the available labor pool.

- Identify all permanent staff under 50. These people are your labor pool.
- Identify permanent staff ages 50-54. These people may be preparing for retirement and need to be considered in your strategic HR plans.

c. Identify permanent staff age 55 and over. The people are generally able to retire at any time and you should plan for their potential vacancies within the next 5 years. They may or may not have announced plans.

d. Estimate your average annual loss of personnel through resignations, reassignments, retirements, and transfers.

These figures will give you a basis upon which to build your estimate for labor. Then you need to identify what types of positions you need. Base them on duties, not grade.

Step 5 Develop Your Plan

Make a written operating procedure to outline how you will accomplish the previous 4 steps. Also, include review processes to ensure that your plan is current. A position management plan should be a living document.

The effectiveness of position management will depend on how you use this information, how well you select, train, reward, and organize your human resources, and how well you maintain the balance among all your resources.

Team Building

EXCELLING AT TEAMWORK

Dilip R. Abayasekara, Ph.D., A.S.

Speaker Services Unlimited

www.drdilip.com

(717) 728-2203

PLEASE NOTE: The information contained in the following sections is copyrighted, and is available for use within the Department of the Interior only. Please contact Dr. Dilip R. Abayasekara for information on the Behavioral Styles Questionnaire and Team Building applications, and the Carlson Learning Company for information on the DISC model.

Elements of Successful Teams

Why Work in Teams?

- Knowledge explosion/Specialization
- Increased productivity
- Synergy
- Higher morale
- Competitive in global marketplace

Copyright © 2004, Dilip R. Abayasekara

Why Teams Fail

Confer in groups and share consensus answers

- Poor leadership
- Lack of training/resources
- Lack of (upper level) support
- Conflict among team members
- Operate like a group

Copyright © 2004, Dilip R. Abayasekara

Team Building, cont'd.

Some Characteristics of Great Teams

Confer in groups – give consensus answers.

- Loyalty & trust
- Each supports team performance
- Excellence in specific roles
- Complementary strengths
- Productive
- Fun

Copyright © 2004, Dilip R. Abayasekara

Behavioral Styles Questionnaire

Directions

1. Fill in your name
2. No right or wrong answers
3. No grading! (This is a self assessment)
4. Extreme left column has questions (bold)
5. Answer based on your work setting
6. Place check by 1 of 4 choices

Copyright © 2004, Dilip R. Abayasekara

Behavior Styles Questionnaire

Dilip R. Abayasekara, Ph.D., A.S.

Your Name: _____			Setting: _____	
Quickly select the description that best fits you.				
Personality	Dominating	Outgoing	Easy Going	No-Nonsense
Environment	Trophies/Awards	Cluttered/Pictures	Keepsakes/Relics	Order/Charts
Oriented to	Results	People	Process	Facts
Responsiveness	Impatient/Restless	Friendly/Affable	Steady/Reserved	Cool/Distant
Listening	Impatient	Drifting	Willing	Selective
Talking	About Achievement	About People	About Functions	About Organization
Relations with Others	Commands	Empathizes	Accepts	Assesses
Decisiveness	Quick/Impulsive	Popular/Emotional	Slow/Studied	Objective/Fact-Based
Time Usage	Always Pushed for Time	Socializes at Expense of Time	Respects Time but Not Pushed	Values & Manages Time Well
Pace	Fast	Enthusiastic	Steady	Controlled
Voice	Emotional/Direct	Emotional/Animated	Unemotional/Low-Keyed	Unemotional/Reserved
Gestures	Impatient	Open	Measured	Closed
Dress	Formal	Stylish	Conforming	Conservative
Manner	Dominating	Friendly	Accepting	Evaluating
Conversation	Bottom Line	People	Systems	Facts
	D	I	S	C
1991 Integrity Selling Systems				

Behavioral Styles

Scoring Your Assessment

1. For each of the four columns, count # check marks and write the number by the letter at bottom of column (D, I, S, C)
2. Circle letter which has highest score
3. You may have two high scores

Copyright © 2004, Dilip R. Abayasekara

D -- Dominance

Tendencies: Go for immediate results, take action, accept challenges, make quick decisions

Motivation: challenge, power & authority, direct answers, opportunities for accomplishments, freedom from direct control, new/varied activities

Fear: loss of control, being manipulated

Limitations: lack of concern for others, impatience, hasty decisions

Copyright © 1996, Carlson Learning Company (used with permission)

I – Influence

Tendencies: people-oriented, make a favorable impression, enthusiastic, entertaining, group participation

Motivation: social recognition, group activities, relationships, expression, freedom from control and detail

Fear: social rejection, disapproval, loss of influence

Limitations: impulsiveness, disorganization, lack of follow-through

Copyright © 1996, Carlson Learning Company (used with permission)

Behavioral Styles, cont'd.

S -- Steadiness

Tendencies: calm, patient, loyal, good listeners

Motivation: infrequent change, stability, sincere appreciation, cooperation, traditional methods

Fear: loss of stability, the unknown, change, unpredictability

Limitations: overly willing to give, putting their needs last, resistance to positive change

Copyright © 1996, Carlson Learning Company (used with permission)

C – Conscientiousness (Compliant)

Tendencies: attention to standards and details, analytical thinking, accuracy, diplomacy

Motivation: defined performance expectations, quality and accuracy, atmosphere reserved and businesslike, articulated standards

Fear: criticism of work, slipshod methods, situations emotionally out of control

Limitations: overly critical of self and others, indecision due to over analysis, hamper creativity due to need to follow rules

Copyright © 1996, Carlson Learning Company (used with permission)

The Thin Line Between a Strength & a Weakness

D – good at directing & deciding, may become autocratic

I – good at promoting & persuading, may oversell or manipulate

S – steady & agreeable, may give in despite their needs

C – good at analyzing & checking, may become perfectionistic and indecisive

Copyright © 1996, Carlson Learning Company (used with permission)

Behavioral Styles, cont'd.

DISC HUMOR – Getting on a Busy Elevator

D – gets on, pushes button that closes door.

I – lets others in, says, “Always room for 1 more,” and “Come in, we’ll wait for you”.

S – waits in line, moves from one line to another, appears unable to make a decision.

C – gets on. Counts # of people in elevator. If # is over the limit, makes someone get off.

Copyright © 1996, Carlson Learning Company (used with permission)

Teams

Team/Group Exercise

1. If your team/group members are present, get together with them. If they are not present, form a group with 3 or 4 others.
2. Share with group members your behavioral type and what it means.
3. Share with group members an insight that you have received during this training.

Copyright © 2004, Dilip R. Abayasekara

Fitting the Jigsaw Puzzle Pieces of Human Behavior

Rule 1

Different \neq Wrong

Different = Different

Rule 2

Tony Alessandro’s Platinum Rule:

“Do unto others as they would have done unto them.”

Copyright © 2004, Dilip R. Abayasekara

Behavioral Styles, cont'd. (Teams)

Keys for Relating to D (1)

D wants: be direct, straightforward, results

- Make communication brief & to the point
- Respect D's need for autonomy
- Be clear about rules and expectations
- Let them initiate
- Show your competence
- Stick to topic
- Show your independence

Copyright © 1996, Carlson Learning Company (used with permission)

Keys for Relating to D (2)

Be prepared for:

- ☐ Blunt and demanding approach
- ☐ Lack of empathy
- ☐ Lack of sensitivity
- ☐ Little social interaction

Copyright © 1996, Carlson Learning Company (used with permission)

Keys for Relating to I (1)

I wants: friendliness, honesty, recognition

- Approach informally
- Be relaxed and sociable
- Let them verbalize thoughts and feelings
- Keep the conversation light
- Provide written details
- Publicly recognize their accomplishments
- Use humor

Copyright © 1996, Carlson Learning Company (used with permission)

Behavioral Styles, cont'd. (Teams)

Keys to Relating to I (2)

Be prepared for:

- ☐ Attempts to persuade or influence others
- ☐ Need for the the "lime light"
- ☐ Over-estimating self and others
- ☐ Over-selling ideas
- ☐ Vulnerability to perceived rejection

Copyright © 1996, Carlson Learning Company (used with permission)

Keys to Relating to S (1)

S wants: relaxed & agreeable atmosphere, cooperation, sincere appreciation

- Logical and systematic approach
- A consistent and secure environment
- Explanations on how things will be done
- Their importance to the organization
- Allowance to move *slowly* into change

Copyright © 1996, Carlson Learning Company (used with permission)

Keys to Relating to S (2)

Be prepared for:

- ☐ Friendly approach
- ☐ Resistance to change
- ☐ Difficulty prioritizing
- ☐ Difficulty with deadlines

Copyright © 1996, Carlson Learning Company (used with permission)

Behavioral Styles, cont'd. (Teams)

Keys for Relating to C (1)

C wants: minimal socializing, details, accuracy

- Clear expectations and deadlines
- Dependability
- Loyalty
- Tactfulness and no emotional displays
- Allow precedent to be guide
- Precision and focus
- High standards

Copyright © 1996, Carlson Learning Company (used with permission)

Keys for Relating to C (2)

Be prepared for:

- ☐ Discomfort with ambiguity
- ☐ Resistance to vague or general information
- ☐ Desire to double check
- ☐ Lack of desire to affiliate with other people

Copyright © 1996, Carlson Learning Company (used with permission)

“8 Habits of Highly Effective Teams”

The 8 Habits of Highly Effective Teams

- Productive
- Laugh (Fun)
- Excellence
- Accountable
- Synergy
- Unity
- Respect
- Edify

Copyright © 2004, Dilip R. Abayasekara

To Receive Credit for this Course

1. PRINT your name on the attendance roster.
2. UPON RECEIPT OF E-MAIL NOTIFICATION, complete the online course evaluation.

Appendix

Benefits of Sound Position Management

1. Improve productivity
2. Improve communication
3. Improve morale
4. Increase efficiency
5. Better utilize available resources
6. Address workload needs
7. Avoid bottlenecks
8. Reduce red tape
9. Reduce employee turnover
10. Improve recruitment
11. Reduce error rate
12. Reduce absenteeism

Resources

Classification: <http://www.opm.gov/fedclass>
<http://165.83.62.205/ahr/classification/classify2.htm>
OPM Position Classification Standards
370 DM 511
The Classifier's Handbook
Introduction to Position Classification Standards

Staffing: <http://www.opm.gov/ovrsight/proidx.asp>
Prohibited Personnel Practices

Servicing Personnel Office Staff at Your Local and Regional Offices, AND...

Floy Westermeier
Human Resources Specialist
Midwest Region
floy_westermeier@nps.gov
402-661-1652

Dilip R. Abayasekara, Ph.D., A.S.
Speaker Services Unlimited
Boyer House, 500 Valley Road
Summerdale, PA 17093
717-728-2203
drdilip@centralpenn.edu
www.drdilip.com